Effective Instructional Strategies Make the Difference with State Language and Reading Standards

## 2009 Idaho Summer Institute of Best Practices

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"By implementing research-based instructional practices to help students understand what they read, teachers equip students to develop the necessary skills to become independent strategic readers."

ASCD Reading Strategies for the Content Areas

Our Objective

Successfully implement effective instructional strategies that will prepare students to achieve proficiency on the reading and language usage ISAT.
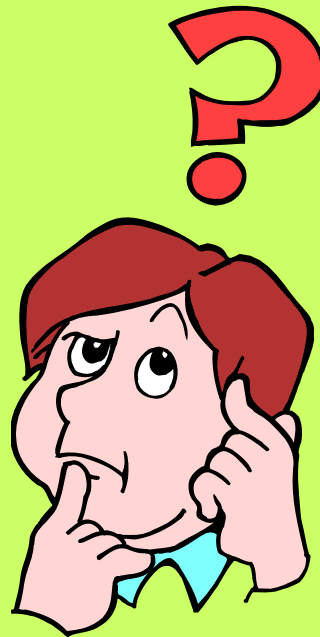
Effective Readers are Metacognitive!

- They are goal-directed.

- They know how to attack print to create meaning.

What are the Essentials of Being Metacognitive?

- **Background Knowledge-** Background knowledge is a powerful determinant of reading comprehension.

- **Purpose Setting-** Effective readers have purposes in mind as they read.

- **Active Learning-** Good readers are actively involved in making sense from their reading using discussion and writing.

What are the Essentials of Being Metacognitive?

- **Organization**- Good readers know a variety of ways to transform and organize information for learning.

- **Author's Craft-** Good readers and writers have an intuitive understanding of the author's craft.

- **Explanation and Modeling-** Students learn to become strategic readers when teachers teach these processes directly using explanation and modeling.

What are the Essentials of Being Metacognitive?

- **Teaching for Understanding-** Students come to understand the text because they focus on the demands of the content.

Idaho Language Usage
Standard 3: Writing Process
Goal 3.1 Acquire Prewriting Skills

Objective 2

- Main Idea

- Topic Sentence

- Purpose

Objective 3

- Organizational Strategies

- Supporting Details

- Comparison and Contrast

- Cause and Effect

- Classification

- Order of Importance

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
Goal 1.1: Acquire Concepts About Print	No objectives at this grade level.					
Goal 1.2: Acquire Concepts About Text	9.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c)	9.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)				
Goal 1.3: Acquire Phonological Awareness Skills	No objectives at this grade level.					
Goal 1.4: Acquire Decoding Skills Using Word Parts	No objectives at this grade level.					
Goal 1.5: Acquire Decoding Skills Using Syllabication	No objectives at this grade level.					
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.					
Goal 1.7: Acquire Fluency	No objectives at this grade level.					
Goal 1.8: Vocabulary and Concept Development	9.LA.1.8.1 Use knowledge of Greek and Latin roots, prefixes, and suffixes to analyze the origin and meaning of unknown words. (752.01.a)	9.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)				

Standard 2: Comprehension/Interpretation

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Goal 2.1: Acquire Strategies and Skill for Comprehending Text	9.LA.2.1.1 Synthesize the content from several sources on a single issue; paraphrase ideas to demonstrate comprehension. (752.05.d; 752.05.e; 752.05.f)	9.LA.2.1.2 Apply reading strategies to self monitor for comprehension.	9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.				
Goal 2.2: Acquire Skills to Comprehend Expository Text	9.LA.2.2.1 Identify the thesis, evidence, and argument in informational texts (e.g., newspaper editorials and campaign speeches).	9.LA.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.05.c)	9.LA.2.2.3 Evaluate an author's argument or defense of a claim by examining the relevance and comprehensiveness of evidence. (752.03.a)				
Goal 2.3: Acquire Skills for Comprehending Literary Text	9.LA.2.3.1 Read and respond to literature from a variety of genres.	9.LA.2.3.2 Determine characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b; 752.01.d)	9.LA.2.3.3 Evaluate the importance of the setting to the mood and meaning of the text.	9.LA.2.3.4 Explain the author's point of view and interpret how it influences the text.	9.LA.2.3.5 Compare and contrast themes across works of prose, poetry, and drama.	9.LA.2.3.6 Analyze significant literary devices including irony and symbolism. (752.01.g)	9.LA.2.3.7 Compare and contrast authors' style on the basis of such elements as word choice and sentence complexity.

Goals:	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objecti
Goal 3.1: Acquire Prewriting Skills	9.LA.3.1.1 Generate ideas using a variety of strategies. (753.01.b)	9.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)	9.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)	9.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)	9.LA.3.1.5 Produce a piece of writing within a set period of time.		
Goal 3.2: Acquire Skills for Writing a Draft	9.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)	9.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (753.02.b)					
Goal 3.3: Acquire Skills for Revising a Draft	9.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)	9.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)	9.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.02.b; 753.01.c)	9.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)	9.LA.3.3.5 Use literary models to refine writing style. (753.02.b)	9.LA.3.3.6 Conference with others to improve writing. (753.01.a)	
Goal 3.4: Acquire Skills for Editing a Draft	9.LA.3.4.1 Use editing marks to indicate errors in conventions.	9.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)					

Content Frames

- Provides excellent strategy to organize and compare information.

- Works well with situations where students analyze the inter-relationship of ideas.

- Consider using content frames with material that is structured so that main topics are compared with similar subtopics.

Mental and Emotional Problem

Types of Mental and Emotional Problems	Definition (Own words)	Types of Disorders	Symptoms	Possible Warning Signs
Anxiety Disorders			*Pick 2*	
Personality Disorders				
Mood Disorders				
Suicide				

Two-Column Notes

- Works particularly well with text that's structured around main concepts and definitions.
- Students divide paper into two columns.
- Main ideas are recorded in the left column.
- Main ideas can be questions or Big Ideas from the reading.
- Details are recorded down the right column.
- Becomes a great study guide to test themselves or partners.
- Summary can be written to finalize activity.

Out for Blood

Main Ideas	Details
Hematophagy	
Vampire Bats	
Leeches	
Blood Suckers	
Mosquitoes	

Combination Notes

- Each page of notes is divided into three sections. A line runs down the middle so you have the left side, the right side, and horizontal line at the bottom of the page. The left side is for notes taken about a topic while the right side of the page is for notes taken using webbing or a variation of webbing. The strip at the bottom is reserved for summary statements.

- The right hand side should portray information is a VISUAL WAY! It's a graphic representation of their notes. It does take more time to take notes this way, but it forces students to consider information a second time and with a visual method.

Summary

What is Summarizing?

- Taking larger selections of text and reduce them to their bare essentials: the gist, the key ideas, the main points that are worth noting and remembering.

- Webster states that a summary is a "general idea in brief form."

- It's the condensation or reduction of a larger work into its primary notions.

What Usually Happens When You Ask Your Students to Summarize?

- They write down everything.
- They write down next to nothing.
- They give complete sentences.
- They write way too much.
- They don't write enough.
- They copy word for word.

What Did You Want Students to Do?

- Pull out main ideas.

- Focus on key details

- Use key words and phrases.

- Break down larger ideas.

- Write only enough to convey the gist.

- Take succinct but complete notes.

From Reading Quest.org

Sum it Up!

- Students imagine they are placing a classified ad or sending a telegram.

- Every word costs them money.

- Each word costs 10 cents.

- Students are told they can spend a certain amount of money.

Exit Slips

- Brief student responses to learning.
- Written before leaving class.
- Can state two things have learned.
- Can write two questions they have.
- Hand in before leaving class.
- Teacher reviews slips to determine instructional relevance.
- Teaching may not always equal learning.
- Can clarify concerns next lesson.

Problem Analysis

- A Comprehensive Graphic Organizer

- Helps Students Analyze Various Aspects of a Problem

- Can be Used as an Effective Note-Taking Activity

- Used as a Pre Reading Strategy to Set the Purpose for Reading

Problem Analysis (Continued)

- Used as a During Reading Activity to Take Notes as the Reading Takes Place

- Provides Structure for a Summary Writing Assignment

Name: _____

Problem Analysis

PEOPLE/AGENCIES INVOLVED	PROBLEM	SETTING

EVENTS	SOLUTION/RESOLUTION	CONSEQUENCES TO THE SOLUTION OF THE PROBLEM

Date: _____

Blackline 18

Today's Writing Assignment

Focus on:

- Sequencing of Ideas (Order of Importance)

- Writing an Effective Topic Sentence

- Forming Complete Simple Sentences

- Forming Complete Compound Sentences

Blue colors indicate wording from Language Usage State Standards

Concept Definition Maps

- Helps students visualize the components of a definition.
- Shows relationships essential to obtaining a rich definition.
- Provides students with an expanded definition.
- Summarization of essential concept can be developed

CONCEPTS OF DEFINITION MAPS

CATEGORY
(What is it?)

PROPERTIES

PROPERTIES

COMPARISON

WORD

PROPERTIES

ILLUSTRATIONS
(What are some
examples?)

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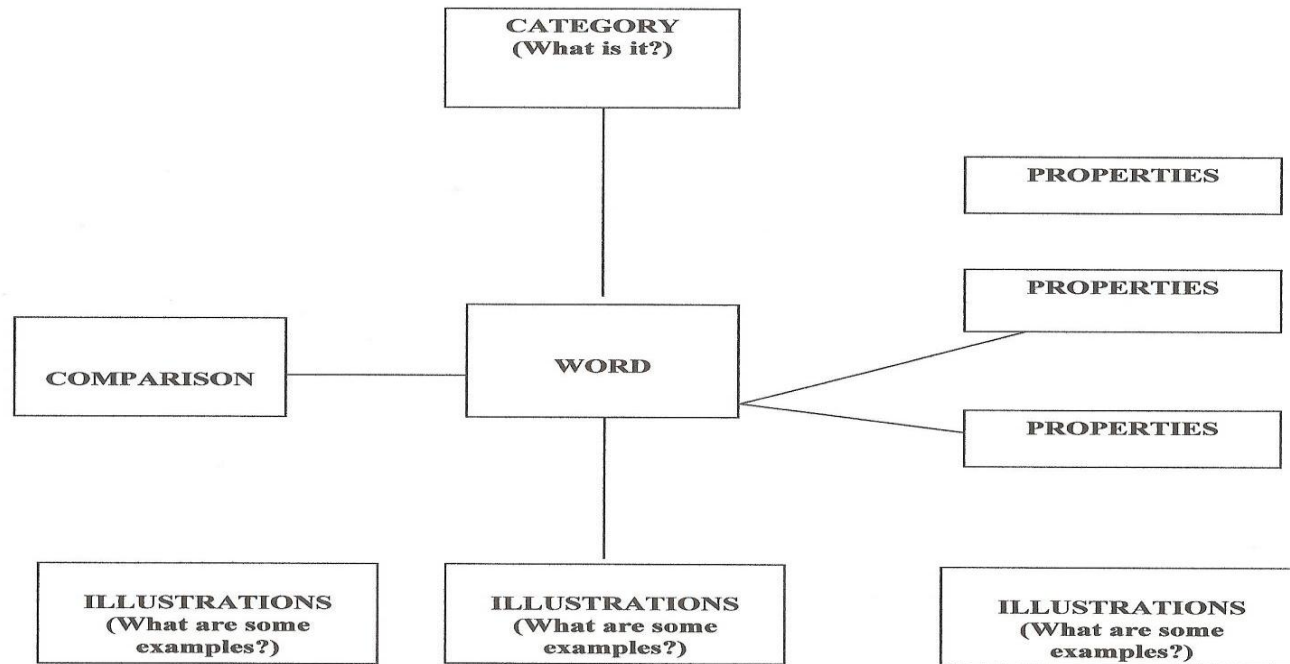
Conclusion-Support Notes

- Two Column Format
- Students Develop and Support Arguments with Evidence
- Stresses Critical Thinking Skills with Expository and Narrative Text
- Thesis or Conclusion in Left Hand Column
- Notes of Evidence Found in Right Column
- Notes Used to Develop Persuasive Written Argument

Example from CRISS Project

Students conducted research about Napoleon. They read several library sources and took Power Notes on two points of view. They found evidence that he was a great leader and also evidence that Napoleon was not a great leader. The Conclusion Support Notes were used to develop argument papers.

Student Example:

Some people think Napoleon was a great leader. Others disagree and think he was not such a great leader.

Those who thought Napoleon was great liked the way he brought an end to the revolutionary fighting in France and then established a national police force to keep peace. He told all the nobles who had fled the country during the fighting that they could return home. Napoleon also drew up a new constitution that gave all male citizens the right to vote. All citizens, including the rich, were made to pay taxes, and the government workers were chosen for their ability. It did not matter who they were. He also led the military to many victories.

Others said that he wasn't so great. So many people died during all those wars when he tried to rule the world. The people who had run away during the revolution could only come home if they supported him. The others had to stay away. Also, he only allowed men to vote as if he didn't think women were smart or could do a good job.

Napoleon probably was a great leader, but he did not always think about the people. I am glad he is not living now. I wouldn't like him.

Conclusion	Support

1. Napoleon was a great leader	2. Ended revolution
	     3. Established police force
	     3. Allowed nobles to go home
	2. Drew new constitution
	     3. Gave men right to vote
	2. Fair taxation
	     3. Rich had to pay taxes
	2. Government workers chosen for ability

1. Napoleon was not a great leader	2. Many lives lost 2. Tried to rule the world 2. Only men got to vote

Sample Student Responses • Triangles and Pyramids

OPEN COMPARE AND CONTRAST

TRIANGLE	PYRAMID

HOW ALIKE?

Both have faces, edges, and angles.

Both take up and enclose a space.

The angles in both are the same.

Both are triangular shapes.

You can flip and turn both without changing their shape.

HOW DIFFERENT?

WITH REGARD TO

TRIANGLE		PYRAMID
One face	Faces	Four faces
Three angles	Angles	Twelve angles
Three edges	Edges	Six edges
Encloses a flat space	Dimensions	Encloses a space that has height, width, and depth

CONCLUSION OR INTERPRETATION

Triangles and pyramids can have the same angles and edges of the same length, but triangles are made of three lines that enclose a space with height and width, and pyramids are made of many triangles to enclose a space that has depth as well.

General Writing Rubric

	Advanced 4	Proficient 3	Basic 2	Below Basic 1	Below Basic 0
CONTENT	Summarize/ answer question Thoroughly Meets length requirement	Summarize/ answer question Adequately	Summarize/ answer question Generally	Made Attempts at summarize/ answer question Way too short	
ORGANIZATION	Concise clear detailed purpose With topic sentence and thesis statement Variety of sentence structure used	Detailed purpose	States the purpose	Lacks focus and purpose Little attempt at sentence structure	
MECHANICS	0-2 spelling errors and grammar errors	3-4	5-6	7-8	